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The role and extent of adult education in community colleges were examined in this paper. The literature indicated no common definition of adult education except that it involves lifelong learning. One source identified five forces causing adults to seek further education. They are: basic education, degree objective, occupational training, homemaking education, and avocation and geriatric courses. Unfortunately, development of adult education programs at community colleges is often frustrated by such factors as resistance by those presently controlling evening adult schools, apathy resulting from the usually limited offerings of vocational or college credit courses, and the problem of defining the community's needs. There is considerable variation in the offerings of adult education programs at community colleges; some offer only regular, credit courses while others offer non-credit, short and/or special-interest courses as well. One aspect of these programs currently being developed is community service, which attempts to solve problems of both persons and organizations by involving both college and community resources. It was concluded that, while the community college is the institution best suited to meet the challenge of adult education, most colleges are primarily concerned with the transfer function, and thereby prevented from developing their unique and innovative role in the lifelong learning of the community. (MB)

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ADULT EDUCATION IN THE COMMUNITY COLLEGES

Among the many "happenings" of the community colleges across our country is a varied program of adult education, even though it is often neither intended to be that nor identified in that manner. The purpose of this paper is to examine the role and extent of adult education in the community colleges, and comment on some of the phases and trends.

I intend to approach it in this manner: first, to get a brief perspective of adult education, and of the expansion of the junior college into the community; then, to examine the history of adult education in the community college, especially in Los Angeles, before proceeding to identify the rationale and perspective of adult education in the community college. The final segment of the paper will deal with the broad curriculum practices that encompass or include adult education, with considerable attention being given to the fascinating community service dimension. I will conclude the paper with comments on what I have discovered.

ADULT EDUCATION

Adult education has almost as many definitions as it has advocates. Glen Burch gives us a broad definition when he says, "it is--in essence--the cultivation of the human mind, and that it consists in the growth of understanding, insight, and ultimately some wisdom (1:25)." However you may define it, about one out of every five adults is involved in some kind of adult education activity. Most adult education is provided by institutions and

organizations not within the traditional field of education. Churches, community organizations, business and industry provide for 57% of the adult education participants (12:29). From personal experience, I know that a good deal of this is not very effective. This does not mean that education outside the traditional field ought to be dispensed with or is of no value, but that there is considerable room for improvement. The professional adult educator, through consultation and direct involvement, can have considerable impact on this potential for improvement.

Adult education is involved with, and sometimes defined as, lifelong learning. Homer Kempfer points out two major facts from the individual standpoint that make lifelong learning necessary (11:20). First, that no one during youth and young adulthood can acquire all the knowledge, skills, habits, attitudes and behavior patterns needed to last him throughout life. Our potential of input, ability and knowing is always greater. We never reach our potential in the "cultivation" of the mind. Second, even if he could do so, "rapid changes in our social,political,economical, and physical world brought on by the geometric development of physical sciences make it impossible to predict what those behavior patterns should be." There is a continual learning and relearning necessary if we are to meet the challenges of growth and change in our world.

Or, we can approach this lifelong learning from another direction as we look at the forces that cause adults to seek further education. James Thornton, Jr., in his book <u>The Community Junior College</u>, considers such forces as: basic education, degree objective, occupational

training or retraining, homemaking education, avocational courses and geriatric purpose (20:239-43).

The drive for basic education includes both those who want to finish an uncompleted secondary education and those who have a vivid interest in learning with no desire for college credits. I have students in my adult basic education class who have high school diplomas, but whose secondary education is incomplete and inadequate for their needs and desires. Many on the higher level of education want to pursue subjects they have been unable to study before or to keep abreast of the changing social and political conditions. This is generally learning for the sake of learning, one of the real goals of education being realized.

The degree objective of adults seems little different than for the college age student, and to a large extent it is not. There are those who, perhaps rightly, want to do away with any differentiation between the college age student and the adult student, and consider only the category of post-high school students. But there are aspects that distinctly differentiate the adult student from the college age student. Among these we note: (1) that the adult student generally has been away from school for some period of time and has had or is having experience in the social and economic "world" beyond the school; (2) generally the adult student, unless under subsidy, is carrying the responsibilities of full employment, and usually family responsibilities, and (3) because of these and other factors, the adult student is seldom interested or involved in the "school activities", such as generally assume strong priority for the college age student.

A third force causing adults to seek further education is occupational training or retraining. This is largely a consequence of developing and expanding technology that has brought about a rapid obsolescense of many occupational skills and the consequent need for refresher training or retraining for another occupation. Occupational education for adults has enabled entry into new occupations and training in preparation for promotion on the job.

Homemaking education for adults is in response to the force requiring skills and understanding after marriage. Continued learning is desired not only to answer the questions of child raising or household skills, but also to open new dimensions, such as interaction between parents, and parent and child.

Increased leisure time constitutes an important social problem in our age. Thus the pressure for new learning to increase our avocational skills. This need not be limited to hobby, craft, and recreational programs, but can include what we have called academic courses as well. "Many of the adults who enroll in the more traditional courses choose them more for recreational values than because they seek college degrees or vocational competency (20:242)."

When education is considered to be a continuing part of life, it has its effect not only on those who are "preparing for life", but also can make vital contributions both to the individual well-being of the older person and the welfare of society. The problem of the increasing size of the senior citizen community has caused what Thornton has called the geriatric purpose of education. Continued learning, in its many forms, can be effective to keep time as

an opportunity rather than becoming a dehumanizing burden.

The reality of these forces leading to adult education can be seen in some of the results of a study conducted by the National Opinion Research Center in 1962 and 1963. This represents the responses of participants in adult education as to their reasons for participation (12:26).

	Reason	Per Cent of Participants
1.	To become a better informed person	37
2.	To prepare for a job or occupation	36
3.	To help on the job I now hold	32
4.	To spend spare time more enjoyably	20
5.	To meet new and interesting people	15
6.	To carry out tasks and duties around the home	13

Whatever the reasons for participation and the forces behind them, we know that there is an increasing number of adults involved in some kind of program of adult education.

DEVELOPMENT OF THE COMMUNITY COLLEGE

An interesting topic to pursue, in and of itself, is the development of the community college from the junior college. I will only give brief reference to its earlier stages because it is the most recent development that is most relevant to this paper.

From its earliest beginnings as a reform movement affecting university education, relieving the pressure of expanding enrollments by providing a local preparatory institution for colleges and universities, the junior college would begin to broaden in scope. First, terminal education, with the junior college providing its own degree; then, technical-occupational education, followed by the steady increase of special and adult students.

Ralph Fields, in his book The Community College Movement, lists a variety of pressures that he sees in the history of the junior college for change to a broadened program (2:55-57):

1. The drive to attain a greater degree of democracy in all our social arrangements. The drive of equal opportunity for all has had an important influence.
2. Increasing complexity of modern living has spurred changes in educational purposes.
3. The depression of the 30's kept the student in school, because no jobs were available. They stayed in the junior college because they couldn't afford to go away to school. It also brought some to adult classes.
4. World War II brought the need for technical education.
5. Shifts in occupational patterns had their effect as there was a marked increase in certain occupations.
6. Increase in the enrollment trends of special students and adults, with a steady demand for suitable offerings. Also, enrollment of young people more typically representative of the total population--mentally, socially, and economically.
7. Coupled with these, the ideas of the people serving in the junior colleges who supported terminal and general education.

Out of these, and possibly other, pressures has come the community college, although there is almost as much variation in the definition of its breadth as there is in adult education.

Leland Medsker regards the community college as "one which (1) offers a variety of educational programs of an academic and an occupational nature, day and evening, for full-time and part-time students, (2) provides an opportunity for students to make up educational deficiencies, (3) has a liberal admission policy, (4) emphasizes a well-developed guidance program, (5) performs a variety of special services to the community, and (6) insists on its rights to dignity on its own merits without attempting to resemble a four-year college (13:203)."

Because it can affect one's interpretation of adult education,

and especially community service, in the community colleges, let me include in this study the proposed master pattern of criteria for identifying a community college which James R. Reynolds wrote in an editorial in The Junior College Journal (17:202).

> 1. Sensitivity of the curriculum to community needs: the development of practical methods for discovering community needs, the facility with which innovations may be adopted in the curriculum, and methods of evaluating the success with which community needs are met.
> 2. Extension of the educational program beyond the conventional classroom aspects: cultural activities--bringing artists from outside the community; provision for fine arts interests in the community; student presentations; recreational activities--competitive activities including sports leagues, table games, etc., and non-competitive activities, community nights, dances, parties, etc.; thought provoking activities--open forums, town hall discussions, visiting lectures, student debates, etc.; adult education classes--vocational, including trades, commercial, agriculture, etc. and non-vocational, including general, hobby groups, community improvement, personal improvement, etc.
> 3. Faculty competence used in solving community problems. The development of practical methods for discovering faculty competence which may be used outside the classroom, and the use of this competence in such activities as consultation, conducting clinics, members of lecture bureau, such civic activities as campaigns, club memberships, etc., and religious activities.
> 4. Student competence used in solving community problems. The opportunities here parallel those listed under faculty competence.
> 5. Community participation in curriculum making. The development of methods for arousing community interest in curriculum problems, and of methods for community participation.
> 6. Using the community as an instructional laboratory. The development of methods for discovering the resources of the community which can be so used, and of methods for using these resources effectively in the class and extra-class program.
> 7. An effective public relations program.
> 8. A system for evaluating the success of the community service program.

It is in the most broad concepts that adult education finds its greatest potential within the community college.

ADULT EDUCATION MOVES INTO THE JUNIOR COLLEGES

We gain some idea of the manner in which adult education came into the junior colleges as we look at some of the development in California and Los Angeles.

During early years, public adult education in California was primarily concerned with remedial and elementary education. At one time it meant education of immigrants, or Americanization; later the meaning was broadened and adult education began to be thought of as a means of meeting the educational needs of adults. As subjects that were not taught in the elementary schools began to be a part of the curriculum, their status was elevated to evening schools. Between World War I and II, public school adult education was taken over by the evening high school. It offered subjects normally taught on the high school level, leading to a diploma, and also a variety of vocational and cultural programs (3:13,14). As the fledgling junior college system began to expand, so did its involvement with adult education.

There were no adult education programs at the junior college level in Los Angeles prior to World War II. Two institutions now a part of the junior college district offered extensive adult education programs in business, trade and industrial training. They were Trade Tech. and Metropolitan School of Business (3:47). Tyrus Hillway points out, "An interesting and significant fact, not generally noticed by historians of the junior college movement, is that many of our present community colleges have grown out of schools and institutes originally established solely for vocational and adult education (10:8)."

There was some adult education at the campus of Los Angeles Junior College, but it was classes sponsored and conducted by the State Department of Education and financed by the Federal Government, with no official connection to the regular college program. They were a part of the Federal Emergency Education Program, which was created to provide jobs for unemployed teachers.

Extended day was brought into being at Los Angeles Junior College in 1941 in order that faculty members of the college with dwindling enrollments, due to World War II, might keep their jobs (3:45). The rapid growth of the extended day division of that school and others is a story of post-war development.

THE PLACE OF ADULT EDUCATION IN THE COMMUNITY COLLEGE

Community colleges define their adult enrollment in different ways, if at all. Some have no classification other than full-time or part-time, and a few classify according to age brackets. Generally, adult students are special students who are above the age of compulsory attendance and are classified as adults in the records of the reporting junior college. Thornton suggests that the adult classification includes those students who are enrolled for only one or two courses at a time and whose full-time occupation is something other than college attendance, many are not primarily interested in degree credit (20:246).

I was frustrated in the search for relevant and extensive statistics until I read Liveright's comment, "statistics covering the nature and scope of junior college and community college adult education are nonexistent (12:63)." Nevertheless, in some community

colleges adult enrollment is two to four times as great as the regular enrollment, while in others there is none. (20:237)

The community college has as one of its major purposes that of meeting the needs of all persons in the community. It has a geographic boundary and a concept of developing a comprehensive program based upon the needs of those within the area. Among many community colleges the concern with all community residents has developed to the place where it is as important as the concern with college age youth. Fields suggests the community college has a unique purpose to fulfill in relation to the lifelong educational needs of members of the community. Being concerned with a specific community, it can study that community in order to identify the needs of its members, no matter at what period of life their needs emerge (2:91).

In his book, Tyrus Hillway supports the notion that the adult education program of a community should be centered in its community college. He reiterates the declaration by the President's Commission on Higher Education that the community college seek to become the center of learning for the entire community, "with or without the restrictions that surround formal course work in traditional institutions of higher education (10:10).

Many other sources affirm the place of adult education in the community college. Edmund Gleazer accents it in a recent article (4), as well as his book on the community college (5:99). In his dissertation, Frederick Fox shows that the accredation committee of the Western College Association is interested in the role of adult education in the community college (3:87-92). In 1967, the American Association of Junior Colleges finally established a committee on

adult education. And, of course, federal funds provided under Title I of the Higher Education Act of 1965 stimulated greater interest in adult education.

Where does resistance to adult education in the community colleges lie? We can see several points of caution, resistance or apathy. One of the pressures against a broader program in the junior college is those who do not feel that occupational or adult work belong in a college. Another comes from those who have had control of adult education through the evening adult schools, and are afraid of losing their control. A third resistance is apathy, apathy which results in narrow adult education programs limited largely to vocational education and college credit courses. James Reynolds says, "Such programs display little evidence of creativeness stemming from a comprehensive understanding of real education needs of the community (16:64).

An interesting development is reported by Fox (3:136-8) which affects the second point above. In 1960, two private consulting firms were employed by the Board of Education of Los Angeles to make a survey of administration and supervision within the school system. Both firms recommended a "marriage" of the school systems adult evening schools with the junior colleges. The recommendation was not enthusiastically received by either party because of uneasiness about the "fine print" of the recommendation.

Among the problems of adult education is how best to interpret community needs as a guide to building a program. It is one thing to offer a program which meets community needs, but quite another to help a nebulous body such as a community to interpret its needs (13:77).

People are prone to hide or protect their real needs by seeking the satisfaction of lesser needs. It is when we discover our own needs that we are most likely to want to do something about them.

The source of support for adult education is a problem for some community colleges. Arrangements vary as much as for any community college program. For some, it is accepted as one facet of the State's obligation of free schooling for all its citizens. For others, the community colleges share the state support for post-high school credit students, but gain no support for adult classes. Some local boards bear the costs from public funds; others charge a nominal tuition; and still others charge tuition for the entire cost. This accents the real need for a state philosophy for lifelong learning.

THE CURRICULUM OF ADULT EDUCATION IN THE COMMUNITY COLLEGES

There is no typical program of adult education in the community colleges. Thornton suggests that the developmental histories of institutions have combined with varying philosophical positions to bring about a complex of offerings which defies statistical reports or coherent description (20:236).

There is a common misconception that adult education is limited to evening programs; that it is comprised of unrelated, non-credit courses developed through speculation or on popular demand; and that its courses primarily involve crafts, recreation and vocational skills. But the majority of community college programs do not fit this conception. Studies (13:73-5) show only a small percent are involved in social and physical education.

Although their program of adult education is limited, the Los

Angeles community colleges provide an example of the type of course involvement. Fox points out (3:155) that in 1959, 80% of the 265 subjects involved in extended day were knowledge or skills required in a particular occupational field. Yet enrollment at six campuses (not including Trade Tech.) in vocational subjects amounted to only one third of the total enrollment. This followed the pattern previously indicated that many adults attending evening classes have an interest in learning which is not always directly related to their present or future occupation. Enrollment was as follows:

Social sciences, Mathematics and English	- 30%
Art, Music, Foreign Languages, Earth sciences, Speech and Philosophy	- 26%
Physical and Life sciences	- 8%

Though the preciseness of the figures has altered, the emphasis remains close to the same.

In gaining a perspective of the curriculum in adult education in the community colleges, I want to examine certain problems that relate to the curriculum and its development before looking at the areas in which education of adults is involved.

One problem, referred to previously, is relationship to adult schools and their programs. In many, if not most, communities the adult high school or evening school had control of adult education prior to the entry of the community college into the field, and is reluctant to loosen its hold. Usually a division of responsibilities is worked out, though even then considerable overlapping takes place.

Albert Caligiuri, curriculum coordinator for the Los Angeles City Junior College District, in an interview (22) told me of the agreement of the College District with the Adult Division through

the Board of Education under which they both have been up to this time. The community colleges are to have only graded classes for credit toward a degree or higher vocational goal. There is to be no non-credit courses or auditing. The adult schools have courses equivalent to elementary and secondary training, and non-credit courses for adults. The area of vocational training is pretty broad and there is considerable overlap, yet even here is a semblance of division. If the training requires a sequence of three or more courses, it is legitimate for the college to handle. If not, then it is the function of the adult school.

Considerable rivalry exists, even though the field of adult education is broad and needy enough for both institutions, especially with effective coordination. There are those, as the previous recommendation to the Los Angeles City Board of Education has pointed out, who favor all adult education being under the guidance and control of the community colleges.

In many community colleges, auditing of courses is permitted. A majority in adult education courses wish only to audit, taking the course for their own purposes, while some need credit for a degree. Thornton sees the issue revolving around two questions: (1) Should a community offer courses which deviate from traditional and accreditable practices? (2) To what extent does adulthood imply the ability of the person to choose values for himself rather than accept those of teachers and scholars? (20:246) Three sets of practices have developed: (20:247)

> 1. Some junior colleges offer only credit courses in an extended program, paralleling subjects offered in the day program. By this, they preserve the integrity

of their self-concept as a college, but serve a smaller number of adults.
2. Others insist that any course is worth credit. These attempt to offer a broad and comprehensive span of courses, classifying all students, and maintaining credit and attendance records. This does tend to provide dignity for the adult education programs.
3. A third practice is to have classes equivalent to the regular program defined as credit, and a student of any post-high school age may enroll for credit or as an auditor. Short courses and courses of a specialized interest are offered without credit. It is probable that most community colleges which have comprehensive adult education programs follow this pattern.

What about the desire of adult students to receive credit? The National Opinion Research Study, mentioned earlier in this paper, showed that adult education activities expressed interest or took part in courses offering credit (including certificates of achievement or completion) (12:25). Liveright comments in his study that "there is a decreasing need for concern with formal recognition (12:29)."

Certainly the provision of audit possibilities or non-credit courses is not an impossibility. A study of New York City College concluded that "administrators regard the offering of a wide range of non-credit courses as a proper and desirable function of the two-year college (18)."

Each of these problems seems to be related to one another and so it is the problem of flexibility in curriculum development. Some community college adult education administrators follow the practice of offering anything and everything of educational value for which there is a sufficient and consistent demand. This calls for a high degree of flexibility in schedule making and approval of courses. Adult demand, rather than committee deliberation, determines the curriculum. Some educators are afraid of the effect of this, while other feel that this responds to the emerging needs of adults.

Requests may come from a group of persons or from personnel officers of a number of industries who see a need; and they may include industrial supervision, computer technology, Rennaisance literature or a philosophy for aging. The problem of the community college is to attain the proper balance, by being flexibly responsive to every legitimate need of its community on one hand, and maintaining its educational integrity on the other.

Each of these problems might well fit under the umbrella of the problem of standards for adult education. This umbrella can encompass these problems and more, from a shortage of qualified teachers to the diversity of students in background and purpose.

A final problem can be mentioned briefly; the task of coordinating community college adult education with that of other agencies in the community. This helps bring about less duplication and wasted effort as well as a greater involvement of the community in the task of lifelong learning.

Adult education too often is thought to be outside of, and usually secondary to, the basic curriculum development of the community colleges. I would suggest that most of the curriculum can, if it does not already, include and encompass the education of adults. Perhaps what is necessary is the conscious and equal involvement of the college and its administrators with its adults, as well as its college age adults.

Almost any book or study one might turn to on the junior or community college would speak of four major purposes or curricula programs: preparation for advanced study, vocational education, general education, and community services (i.e. 9:69ff). The education

of adults is, and has been, included in each of them. I want to deal in brevity with the first three and to a greater extent with the last as an expanding facet of the community college program.

Preparation for advanced study is also known as the transfer function in community colleges, as students of any age are prepared for advancement to four year college or university work. All students preparing for advanced study fall under the same requirements whether involved in the day or extended day programs. Adults registered for regular credit work generally are included in the regular program rather than in a special adult education category. Transfer curricula has largely been determined by major universities to which community college students will be going. This has tended to accent the role of the junior college as a subordinate. This role is one that Medsker, in the previously noted quotation (page 6), has the community colleges seeking to overcome.

Vocational or occupational education has, in most junior colleges, included "courses of two year's duration or less, combining the development of skills required for entry into a locally important occupation with related knowledge and theory calculated to help the student progress on the job (20:59,60)." The breadth of this aspect of the community college program has expanded as the facet formerly known as terminal education (study toward the junior college degree) has been included in occupation education. Caligiuri (22) mentioned that in Los Angeles the term is being avoided and the idea associated with occupation education. Kempfer points out that the community college has no place in its concept for terminal education since that implies the completion of education (11:20).

Education of adults has long been a part of the occupation dimension of the community college curriculum; and, with refresher training and retraining for new or varied occupations so necessary, will continue to be so. The community college that strives to be sensitive to the changing patterns and needs of its community will serve both present and future.

Lawrence Bethel suggests some basic requirements for developing a community centered vocational education program that apply to meeting the needs of any age and the community. They include (9:108ff):

1. There must be a need for (the particular facet of) vocational education.
2. There must be interest and desire.
3. There must be a feeling of confidence between the college and the business and industrial life of the community.
4. There should be a common community interest in terms of money and effort.
5. There must be an opportunity for the community to evaluate the existing programs.
6. There must be an opportunity for the college to deviate from established practice.
7. There should be a specially assigned staff to work with the community.

It seems to me that the thrust important here for the community college is an increasingly vital and relevant relationship with the community for which it is seeking to provide effective occupational training, retraining, and advancement.

General education has become an accepted part of the community college curriculum. There seems to be a good deal of disagreement as to what it means and what is its purpose. As far as I can tell, the main attempt of general education is to offset the narrowing effects of specialized education. It has been developed in an effort to help satisfy the needs, expressed or unexpressed, of the student, and the role he will play in his society.

Thornton, in an essay on "General Education" in the 55th Yearbook of the National Society of the Study of Education, suggests that there are three basic approaches to general education (9:120,121):

1. Liberal arts approach
   Requires the student to select one or more introductory courses from each of several fields of knowledge. This is the oldest and most common approach.
2. Survey course approach
   A number of broad courses are developed which cut across departmental lines. The courses are explicitly designed to meet the common needs of students, without the compartmentalization of liberal arts.
3. Functional course approach
   Begins with a thorough analysis of activities of people in a given society and the characteristics of the students in the given college. The courses are designed to permit the student to handle the various dimensions of life in which he will be involved. This included: family life, personal adjustment, the citizen and his government, and the like.

How does adult education fit into this? First, the adult student is the same as the college age student in the transfer and occupational programs. Besides this, it seems that general education provides the foundation for the program of continued learning which is attempting to reach the total adult community.

It is in support of the idea that Thornton writes, "the large enrollment of adults in public junior college indicates that growing interest in lifelong learning is coupled with increasing opportunity to study....If there is validity to the philosophy of general education, it seems very probable that well-conceived, carefully planned, imaginatively taught general education courses would merit enthusiastic reception by a large number of adults (9:137)."

The problems of non-credit courses and shorter length courses affect the development of a wide range program of continued learning. As the community college works through the development of such a program,

it makes greater strides in serving its adult community.

The fourth area of program and curriculum development in the community college that deals with, and relates to, adults is the area of community service. I have found my study of the dimensions, present and future, of this area fascinating; and will attempt, for the purpose of this paper, to keep my comments to an overview, even as this whole paper is an overview of adult education in the community colleges.

Paul Sheats (19:81) reported on a survey by B. Lamar Johnson on the future of the junior college in which Dr. Johnson predicted the "expansion of the community service function of the junior college." As things are developing, this is almost an understatement.

In an article in the Junior College Journal, Howard Putnam states that the traditional college programs as an answer to community needs are not enough. Because of this, the new community service function is being developed. "Community service activities go beyond the customary limits associated with a college program and help to solve current problems of both persons and organizations in the community (15:221)."

They do even more than that, although many schools limit their vision of community service. Fox pointed out in 1960 how, at East Los Angeles College, community service was largely concerned with non-transfer courses, those of occupational or vocational education (3:70).

The Valley College (Van Nuys) catalog for 1969-70 says, "A full program of community services is offered at the College"; and yet, as defined, it is limited to cultural, recreational and social activities, and the use of facilities. A report on the same college (23:XI-47ff) this year identified cultural programs, forums, films, use of facilities,

field trips into the community, recreational activities and community use of the planetarium. I am not criticizing these,but only wish to point out that this is not a "full program of community services." It is good one, possibly one of the best in the city, and it is good to see that future plans will broaden their concept and program (23:XI-49).

What are some of the dimensions of community service and its relationship to the adult community? The report to the Board of Education by the Los Angeles City Junior College District defines community services as encompassing "those educational, cultural, and recreational services which each college should provide for the community at large and for its specific surrounding areas above and beyond regularly scheduled classes and instructional programs (23:XI-5)." Mr. Caligiuri, (22) in conversation about this program, mentioned that at present it largely involves the community coming to the college for programs, projects and activities, although there is increasing thought about working out in the community. He also indicated to me that when they are no longer under the influence of the Board of Education (as of September, 1969) there will be more non-credit and ungraded classes under their community services.

James Reynolds writes of the community college and community service as a "two-way street with traffic of services moving in both directions (9:141)." The community college idea, he says, presupposes "an increase of services from the community to the college to correspond with the increase of services from the college to the community." Thus, community services may be defined as involving both college and community resources and conducted for the purpose of meeting specified educational needs of individuals or enterprises within the college or

the community (9:142).

One of those who has written most extensively on community services is Ervin Harlacher, currently president of Brookdale Community College in Lincroft, New Jersey. He suggests (7:12) that the community college, in implementing its full community dimension, is breaking the "lock-step of tradition, i.e., college is four walls; college is semester length courses; college is credit; college is culturally and educationally elite." Thus, it will be demonstrated that the college is where the people are.

Harlacher feels that the community college is particularly suited as an agency of community service because:

> 1. It has a primary purpose of providing service to the people of its community.
> 2. It claims community service as one of its major functions. (Compare this, also, to Reynolds' proposed master plan for identifying community colleges as given on page 7.)
> 3. Since it is the creature of citizens of a local community, the community college is readily capable of responding to changing community needs.
> 4. The program often welds separate and distinct communities of the district together.
> 5. It is an institution of higher education and can draw upon the advanced resource of its staff in assisting in the solution of problems of an increasingly complex society.
> 6. Relatively new, unencrusted with tradition, it is not hidebound by a rigid history, and in many cases, new and eager for adventure (7:13,14).

In writing for the forthcoming edition of the Handbook for Adult Education, Harlacher sets out these principles upon which the community service program is founded (6:4):

> 1. Community service is a process and not a place.
> 2. The college is obliged to go to the community at least as aggressively as the community is encourage to come to the college.
> 3. Education cannot and must not be limited to formalized classroom instruction.
> 4. The community college should be a catalyst for community development.

5. Community college service programs should meet community needs while avoiding useless duplication of existing services.

What of the dimensions of community service? A field is not easily described when one of its protagonists (Reynolds) speaks of it as "a field in which the only limiting factor is the power of the individuals to project themselves beyond the confines of tradition (9:144)."

Some of the main aspects of community services have already been mentioned or are well known. This is especially true of the cultural, educational and recreational services with classes, lectures, forums, fine arts programs, exhibits, film series, theatre groups, discussion groups, workshops and speakers' bureau, as well as individual and group recreational activities.

Use of facilities as a community center is not promoted widely enough. Audrey Menefee has written a relevant article (14) in support of the value of the college having an "open door" policy. A by-product is its public relations value.

There is a great educational resource of a two-way nature available with the community as a resource for the college. This might include: field trips to varied locations from art galleries to government agencies; utilization of the community for studies, surveys and polls; joint programs with business and government; participation of community leaders in school programs as speakers and resource persons (8:23).

Individual development is greatly enhanced, not only in the above mentioned things, but also with efforts being made through guidance, testing and counselling. Vocational testing and counselling for adults of any age is a pilot project of Trade Tech. in Los Angeles (22).

Perhaps the most controversial aspect of community services is

community development as the community college seeks to assist the community in identifying its problems and helps coordinate efforts toward improvement. The community college ought to make available its resources of knowledge and skills, but leave decision making in local affairs to citizens.

Howard Putnam articulates sharply the need for leadership in community development as he writes:

> "In every community there are problems that remain largely untouched by the traditional college program. The slums go unchanged even though the college offers courses in sociology. Disease rates remain high even though physiology and hygiene courses are given to college students. A large number of people having acute problems never go to college, and those who do enter occupations in which they are not called upon to correct the worst local conditions. Knowledge exists, which if applied to the local situation, would result in improved conditions. But somehow, the knowledge is not brought to bear on the local situation as the years go by. Logically, the college has the responsibility to put knowledge to work where needed. Consequently, colleges have begun to break new ground in offering novel educational services closely related to community needs (15:221,2)."

In a recent article, "Ivy in the Ghetto," Marilyn Waite defines some pilot projects and appeals for more community service adult education in the ghettoes in order to find ways to "give adults who have missed out on an education another try at becoming productive citizens (21)." This type of program needs to be the college going to the community rather than vice versa. In so many ways, through community education and action democratically organized and executed, community development leads to the improvement and enrichment of the whole community.

The community college, through a creative program of community service, can become as Paul Sheats has projected (19:82),"a unifying

as well as a cultural force in the community; it can foster and encourage a close and continuing relationship between knowledge and action, learning and doing, preachment and practice." This is as much a challenge now as when written ten years ago.

CONCLUSIONS

Certainly there would be some advantage to be able to say with precision what "adult education" means. Considerable disagreement arises even when the term "adult" is used. To seek to define "adult" always leaves us wanting. Perhaps the only adequate definition is whatever we determine an adult to be.

Even more relevant is the understanding of adult education as a process rather than a category. I realize that I do not want to let loose of the image that my graduate study is involvement in adult education, because I am an adult. Yet I have come to understand this study is only related to what I thought it was. Adult education is the process of continued or lifelong learning not limited to age or degree goal. It is vital to the life that does not wish to cease growing, therefore vital to life itself. Its potential is to the ends of our imagination; its task requires our greatest resource. People are not aware of the full challenge of lifelong learning, nor are our institutions primed for its development.

Our community colleges stand as the most promising institution to meet the broad challenge of adult education; yet, with a few exceptions, not in their present form. The promise lies in their dedication to quality and relevance in education, while at the same time maintaining interaction with the community and sensitivity to its needs.

The question as to its present form lies in its hesitation to expand its scope. Yes, the community college has involved in occupational education, community service and the like, but as a secondary function. Its program and intensity has continued to be controlled by its transfer function, the curriculum of which is largely dictated by the four-year institutions. True, this is an important function; but to allow it to maintain primacy both in scope and in method is to narrow the possibilities of the community college. Thus, it is prohibited from developing its unique and innovative role in the lifelong learning of the community.

New approaches must be created if we are to realize the maximum power from education. Lifelong learning has within it the pulsating quality of a new organism, ever changing within itself and to its environment.

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